



Pupil Premium Report to Parents 2016/17

What is the Pupil Premium?

The pupil premium is additional government funding given to schools in order to improve the achievement of disadvantaged children. Eligible pupils include those who have qualified for free school meals at any point in the last six years, as well as children who have been looked after in local authority care for more than one day.

Overall objectives for Pupil Premium spending within school

The pupil premium will be used:

- to provide additional academic and pastoral support to accelerate progress and raise the achievement of eligible pupils
- to improve outcomes for these pupils so that their achievement is closer to that of non-disadvantaged pupils, both nationally and within the school
- to ensure that eligible pupils have equal access to all of the opportunities provided by the school.

The school will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their learning and progress.

Accountability

The Headteacher and the Senior Leadership Team will regularly and rigorously monitor, evaluate and review the strategies that have been put into place, funded through the pupil premium, and report to the Governing Body on progress and impact. The evaluation of the impact has taken in consideration both the schools internal review processes including all stakeholders particularly pupils and governors. Alongside these reviews, external reviews have also been used to obtain different perspectives and evidence from the recent **OFSTED inspection (June 2017)**. The OFSTED inspection commented that *“The headteacher and senior leaders know the school, pupils and their areas of responsibilities well. Through this, they put in place appropriate action plans, which they regularly evaluate for success. This is ensuring that the pace of improvement is rapid and that additional funding, for example, for pupils who are disadvantaged, is spent well.”*



Academic year 2016 – 2017

During the academic year 2016/17, a total of 445 pupils at Westborough High School were eligible for support through the Pupil Premium.

The Pupil Premium allocation for 2016/17 was £447,398

How the Pupil Premium was deployed: 2016/17

In making decisions about how the funding was spent, the school considered a range of evidence, both from our own evaluations of the impact of funded strategies on eligible pupils and also from national research.

During the academic year 2016/17, the school outlined a strategy for the deployment of the Pupil Premium in 2016-17; the impact of the actions was measured termly and where appropriate modifications were made to the provision funded through the Pupil Premium to accelerate the progress of disadvantaged pupils so that any differences in achievement are diminishing. The main barriers to educational achievement for disadvantaged pupils identified in the school were as follows:

- A.** A significant number of disadvantaged pupils, notably in Y9 and Y 11, have lower literacy skills than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
- B.** Disadvantaged pupils, particularly from the middle prior attainment band, are making less progress than non-disadvantaged pupils in some subjects in KS4, notably mathematics.
- C.** Low aspirations and self-esteem for a number of disadvantaged pupils across all year groups is having a detrimental impact on their academic progress.
- D.** Attendance for pupils eligible for pupil premium is 93% and persistent absence (10%) is 14%; this reduces their school hours and impacts on learning and progress.

The main strategies funded through the Pupil Premium were:

- Specialist targeted support in English and mathematics for identified pupils
- Specific reading interventions, including the Accelerated Reader programme
- Homework projects and rewards at KS3
- Lead teachers focused on raising standards in the classroom and improving the quality of written feedback to pupils by all staff
- Ready to learn initiatives such as uniform purchases, calculator and equipment purchases and rewards.

- Raising aspiration enrichment activities such as trips to universities and participation in local and national competitions
- Saturday and holiday revision classes
- Arts and music provision, including music tuition, 'artist in residence' and visits from poets/authors
- The provision of resources for individual pupils, according to individual needs, as well as funding for educational experiences such as trips and visits.
- Supporting pupils to improve their attendance to school and to lessons
- Supporting pupils to improve their behaviour for learning through a range of initiatives including mentoring and behaviour therapy
- Curriculum development to increase the vocational offer within school

Impact of Support 2016/17

Pupils' achievement

Evidence in the school's data and from pupils' work indicates that, overall, those eligible for support through the Pupil Premium achieve well considering their individual starting points. This is evident through the unvalidated release of the progress data by the DFE, which aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is measure where pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

Cohort	2016	2017
Pupil Premium	-0.54	0.12
Non-Pupil Premium	0.1	0.16

This data represents that disadvantaged pupils at Westborough make good progress considering their low starting points when compared to national averages. This is represented in all the buckets and is reflected in a progress 8 score of 0.12, significantly better than 2016 (-0.54). When comparing the progress to non, this is also a significant achievement where the difference is 0.04 (non 0.16), reflecting that there is no discernible difference between the progress of disadvantaged compared to non.

In terms of attainment the provisional 2017 results show the total attainment 8 scores average as 37.95 for disadvantaged pupils compared to 41.95 for non. With respect to the Total Attainment 8 scores average they are not comparable to 2015/16 but in terms of the difference between disadvantaged and non, this was 11 in 15/16 compared to 4 in 16/17.

National data from 2016/17 shows that disadvantaged pupils in **Year 11** (2016 – 2017) achieved well in several areas when considering the A*-C measure. In the following subjects the pupils compared positively or were in line with non-disadvantaged pupils within the school.

Subject	National 2017 all	2017 A*-C	
		Pupil Premium	Non-Pupil Premium
English Language	65%	53%	52%
English Literature	72%	52%	60%
Biology	90%	91%	97%
Chemistry	90%	96%	100%
Physics	91%	100%	100%
History	65%	54%	54%
ICT	67%	67%	71%
Business Studies BTEC	63%	93%	90%
Sports BTEC	70%	100%	93.3%

In addition, the subjects below have improved the results for disadvantaged pupils from 2016 to 2017:

- Disadvantaged pupils who gained a standard pass of grade 4+ (comparable to grade C) GCSE in English and mathematics improved from 35% to 42. Pupils who gained the strong pass (grade 5+) GCSE in English and mathematics was 19%.
- A* - C English literature improved from 39% to 52% grade 4+ (national figure for 2017 was 72% all)
- Mathematics improved from 37% to 47% grade 4+ (national figure was 69% all). In terms of the middle ability in mathematics, there has seen a significant increase of 15% in terms of the standard pass (grade 4), up from 33% in 2016 to 48% and 21% achieved the strong pass (grade 5).
- Art GCSE improved from 43% to 50% A* - C.
- Health and social BTEC improved from 87% A* - C to 91%
- History improved from 33% to 54% in terms A* - C.
- Additional science improved slightly from 47% to 48% in terms of A* - C (national figure was 58%)
- Spanish improved from 67% in 2016 to 100% A* - C in 2017.
- Urdu continues to perform strongly where 87% achieved A* - C, up from 80% in 2016.

Most Able

The school continues its relentless approach to ensure that there are high expectations for all pupils, with a sharp focus on ensuring the most able are stretched and challenged and realise their full potential.

Subject	2016 A*- A (PP)	2017 A*- A	
		Pupil Premium	Non-Pupil premium
English Literature	2%	6%	5%
Chemistry	37%	46%	69%
History	2%	15%	24%
Business Studies BTEC	20%	29%	26%
Health and Social Care BTEC	7%	30%	10%
Sports BTEC	8%	36%	20%



Some notable achievements were:

- At A*/A grades chemistry results were particularly strong, with 46% of the most able disadvantaged pupils achieving the top grades, compared to 37% in 2016.
- The upward trend continues in terms history where the most able achieving a grade A* - A increased from 2.2% to 15.4%. Health and Social Care and also significant gains in terms of A* - A where it improved from 7% to 30%.
- In BTEC Sport the most able disadvantaged also improved in terms those achieving grades A* - A, up from 9% in 2016 to 36% in 2017.

Progress of pupil premium pupils currently in school (Y7 - 10 2016/2017)

- In school data shows that the difference between the attainment of pupil premium pupils and non-pupil premium pupils is reducing.
- There is also increasing evidence that when compared with other pupils nationally (with similar starting points) the pupils currently at Westborough High School are making similar progress.
- The data is supported by internal quality assurance – work scrutinies and pupil voice.
- External reports demonstrate an improvement in the strategies adopted to raise the improvement of disadvantaged pupils. This is complemented by the comments made during the recent external Pupil Premium review (June 2017) stating “since the initial review in April 2016, there has been a significant shift in the school’s work to support students eligible for PP funding. There is determined and effective leadership from Assistant Headteacher, governance is much more involved and better informed, strategies adopted are being effectively coordinated, all activity is carefully evaluated, and there is evidence of positive impact of the work undertaken.”
- Statistical evidence from Accelerated Reader programme and Arrow reading show improvements in reading standards e.g. in terms of the Accelerated Reader programme it showed an average increase of 8 and 11 months for year 7 and 8 respectively. The Arrow reading programme targeted at those pupils with the lowest literacy levels also continue to proof value for money, with an average reading age increase ranging from 1 year 2 months – 1 year 7 months and average spelling increase of between 4 and 9 months.

Impact of pastoral support

- Evidence suggests that our disadvantaged pupils benefit considerably from the range of pastoral support provided for them through Pupil Premium funding.
- The overall absence of the group during 2016-17 (93.3%, Sept to Easter) was similar to 2015-16, where it also stood at 93.3%. Although in terms of the three year trend the percentage of absence has decreased from 6.8% to 6.7% over the last two years.



Persistent Absence:10%		
	2016	2017
PP	14.3%	15.4%
Non	9.8%	9.9%

- In terms of the percentage of pupils that were classed as 'persistent absence' during the previous academic year, this has risen from 14.3% to 15.4%. Although this does include potential outliers, after careful consideration and recalculation without those at alternative providers, classed as CME cases and managed transfers from other schools, the percentage of pupils that were classed as persistently absent was 14.2%. This is marginally better than last year (2016) at 14.3%.
- Counselling sessions and guidance provided by staff, including the school social worker and inclusion managers, have helped pupils to tackle difficulties so that they are able to reach their full potential.
- Rigorous systems to track and monitor punctuality to school continue to be a priority.
- The pastoral team actively promote all aspects of pupils' welfare with the mantra of 25 lessons learning; the strength of this approach is evidenced in pupil voice and parent voice.
- External quality assurance of the pastoral support confirms this as a strength of the school, 'the quality of the pastoral support is high. Staff know pupils well and understand the barriers to learning faced by a significant number of pupils. Any issues are dealt with effectively and staff show sensitivity and compassion when working with pupils.'
- Staff report improved attitudes to learning and pride in their work, particularly after the introduction of the new revised behaviour for learning system. Punctuality to lessons has improved and the pupils value their education.

Summary: impact of Pupil Premium funding 2016-17

Our evaluation shows that the most effective strategies implemented in 2016-17 were as follows:

- Training and support to develop teacher expertise in the strategies which most impact on the progress of disadvantaged pupils
- Intervention strategies which improved levels of literacy
- Strategies which improved the attitudes to learning of disadvantaged pupils and raised their aspirations for learning in school and future study
- Supporting pupils to improve their attendance to school and to lessons through a range of initiatives including mentoring and behaviour strategies

Areas for development:

- Improving attendance and reducing persistent absenteeism is a priority over this academic year, particularly in terms of the vulnerable pupils including disadvantaged. To ensure there is an improvement for those at risk of falling below the school's target (95%), detailed analysis is being undertaken to ensure appropriate conversations and interventions are in place. This includes holding early discussions with pupils and parents whether it is through the school's support systems or the local authority Attendance and Pupil Support Officers.
- Teachers continue to set challenging goals, given pupils starting points including the most able, are making good progress towards meeting or exceeding their school targets, particularly in geography, math's, computing and performing arts. Alongside this continue to focus on the progress of disadvantaged pupils so that a greater proportion achieve the good pass in the reformed GCSE's ensuring that this is in line with their non-disadvantaged peers and 'national other'.
- Continue to focus on ensuring pupils have the literacy skills required to access the demands of the reformed GCSE's and increased extended writing, through encouraging pupils to read for pleasure in form time and implementing appropriate interventions across all year groups. This will enable reading ages to be in line with non-disadvantaged peers or above their chronological age creating a 'word rich' culture.

